



2009 STUDENT PROGRAM CURRICULUM TEMPLATE

Host Institution: CAIS Institute

**Program Name: CAIS Institute Summer
Intensive Chinese Program**

Language(s): Chinese

Target Proficiency Level: Advanced Beginner Age of Students: 14 - 18

Number of Contact Hours: 200 Duration (weeks): 8 weeks

Setting (classroom, camp, residential): Classroom

Designed by:

A. Brief Description of Program (no more than 150 words)

Provide an overview of your program. What will students experience during the program and what do you hope that your students will remember and be able to do after the program ends?

You may find it easier to respond to this question after completing the sections on Program Theme, Unit Subthemes, Standards and Expected Outcomes and Specific Knowledge and Skills.

The high school summer intensive Chinese program is design to provide an intensive language learning opportunity and enriching cultural experience for high school students. Students will learn language and culture through a variety of fun and interactive mediums, including technology, cultural activities (martial arts, brush painting, Chinese music, etc), and field trips. It is our goal for students to gain a meaningful understanding of what modern day life is like for a student in China, and engage in dialogue comparing similarities and differences between Chinese and American lifestyles. It is our hope that as a result of participating in our program, that students will begin a journey of experiencing Chinese language and culture that they will continue after they leave the program.

B. Program theme

This is the umbrella theme that frames the curriculum and provides context for language and culture learning.

Modern China; A Day in the Life of the Y Generation

C. Unit Subthemes

What are the subthemes that will address different aspects of the umbrella theme? These subthemes will facilitate student learning and enable students to demonstrate what they have learned.

Unit 1	Unit 2	Unit 3	Unit 4
Block Party! Meeting our friends and neighbors.	Lifestyles of the Young and Modern	Getting Around Town	My Virtual World

D. Standards and Expected Outcomes

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	<ul style="list-style-type: none"> • Students can identify the members of my family by relationships • Students can identify major cultural festivities • Students can identify classroom objects • Students can express their opinion about someone’s interests using simple terms • Students can match two friends who have the same interests based on the listening • Students can read class schedules
Communication - Interpersonal	<ul style="list-style-type: none"> • Students can greet people in a polite way • Students can say hello to a person they don’t know • Students can say hello to an adult • Students can say hello to their teacher • Students can say hello to someone their age or younger • Students can introduce themselves and others

	<p>using basic culturally appropriate greetings</p> <ul style="list-style-type: none"> • Students can ask someone about his/her family with a simple question • Students can ask simple questions and give simple responses on familiar topics such as: <ul style="list-style-type: none"> ○ What I like and dislike ○ What I am doing ○ Where I am going ○ When I am going to do something ○ Who someone is ○ What day it is ○ What the weather is like • Students can exchange information about themselves, their families, and familiar things using simple phrases • Students can ask and give the time, date, birth date, age and phone number
<p>Communication - Presentational</p>	<ul style="list-style-type: none"> • Students can introduce themselves to the class • Students can say their names and ask someone what his/her name is • Students can describe their classroom • Using simple terms, students can describe their daily routine • Using simple terms, students can describe what their interests are
<p>Cultural Practices/Products/Perspectives</p>	<ul style="list-style-type: none"> • Identify the evolution of Chinese characters • Experience playing a traditional Chinese instrument • Describe relationships in Chinese family members • Demonstrate body gestures when Chinese friends meet each other • Identify the taboo topics for chatting with unfamiliar friends • Identify big cities in China • Identify the lunar calendar on a Chinese calendar • Describe the daily routine of a Chinese student • Describe popular leisure activities of a Chinese student • Identify modern transportation in China • Identify the main transportation in Beijing

	<ul style="list-style-type: none"> • Read a transportation schedule • Write a proper invitation letter • Explore popular online chatting tools in China • Explore fashion in China
<p>Connections</p>	<ul style="list-style-type: none"> • Demonstrate the art of calligraphy • Demonstrate the art of brush painting • Perform a song using a Chinese traditional instrument • Play with Chinese traditional toys (such as Chinese Yo Yo, top, and jianzi) • Name and talk about famous cities in China • Introduce Chinese family structure and relationships • Name the current famous movie/ cartoon in China • Sociology: family structures, classroom structures • Geography: identifying individuals' countries of origin, weather • Art: Chinese music calligraphy and brush painting classes • Physical education: martial art classes
<p>Comparisons</p>	<ul style="list-style-type: none"> • Compare the different terms used in calling family members in China vs. America • Understand lunar calendar vs solar calendar • Compare Chinese students' daily routine to that of American students' • Compare the Chinese students' leisure activities to American students' • Tell the differences between the transportation in Shanghai and San Francisco • Compare the major transportation in Beijing to San Francisco • Compare and contrast the availability of the technology in the city and countryside in China • Compare the different fashion in China and America
<p>Community</p>	<ul style="list-style-type: none"> • Research a typical Chinese family structure • Find out information online about what leisure activities a Chinese student does during weekend • Look for train schedule information online

	<ul style="list-style-type: none">• Find out about the most popular TV shows or movies in China• Look for a site in Chinese to shop online
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E. Specific Knowledge and Skills
Unit One: Block Party

Thematic Knowledge and Skills	
Students Can	Students Use
Greeting someone and saying goodbye	你好！ 妈妈，您好！ 老师，再见！
Asking someone “How are you?”	你好吗！ 你怎么样，好吗？
Reply to “How are you?”	挺好的/很好。 还可以。 挺好的，你呢？
Invite someone in	请进！
Invite someone to sit down	请坐！ 坐吧！
Say “Thank you”	谢谢！
Ask what someone’s name is	(请问)，你叫什么名字？ 她叫什么名字？ (请问)，你姓什么？ 您贵姓？

<p>Reply to questions about names</p>	<p>我叫安娜。</p> <p>他叫张建华。</p> <p>我姓林。</p>
<p>Identify yourself and others</p>	<p>我是林方。</p> <p>我是学生。</p> <p>我不是老师。</p> <p>他是李国华。</p> <p>他是我们的老师。</p>
<p>Ask who someone is</p>	<p>他是谁？</p>
<p>Ask about and respond to questions regarding nationality</p>	<p>您是哪国人？</p> <p>你们是中国人吗？</p> <p>我是美国人。</p> <p>不，我们是日本人。</p>
<p>Apologize and respond to someone's apology</p>	<p>对不起！</p> <p>没关系！</p>
<p>Introduce members of your family or a friend</p>	<p>这是我爸爸。</p> <p>这是我姐姐赵云。</p> <p>那时我妹妹。</p> <p>这是马丁。</p>

	<p>这是我的朋友花子。</p> <p>这是她弟弟。</p>
Describe where someone goes to school	<p>他上小学。</p> <p>他上中学。</p> <p>他是大学生。</p>
Ask and respond to questions about where you live	<p>你住哪儿？</p> <p>我住广州。</p> <p>Count to 10:</p> <p>一、二、三、四、五、六、七、八、九、十。</p>
Ask and respond to questions about how many siblings someone has	<p>你有哥哥吗？</p> <p>你有几个兄弟姐妹？</p> <p>(请问) ，你有兄弟姐妹吗？</p> <p>我有两个哥哥，一个弟弟。</p> <p>我有一个哥哥，还有一个姐姐。</p> <p>我没有姐姐。</p> <p>我只有一个妹妹。</p>
Ask and respond to questions about someone's family members	<p>你家有什么人？</p> <p>我家有爸爸、妈妈、奶奶和</p>

	我。
Describe your own or someone else's pet	这条鱼很小。 那只小狗真好玩。
Say you thought something mistakenly	我以为你说他的狗呢！
Describe ownership	不是我的，是我朋友的。
Count from 1 to 99	一 ~ 九十九
Ask and answer questions about how old he or she is	你多大了？ 张先生，您多大了？ 小朋友，你几岁了？ 我二十七岁了。 我快五岁了。
Identify places, objects and people	这是我们的教室。 这是我的书包。 那是王华。 黄老师是我们他的英语老师。
Ask about ownership	这是你的笔吗？ 你知道这是谁吗？

Unit Two: Lifestyle of the young generation ***Transition between Unit 1 and Unit 2**

Thematic Knowledge and Skills	
Students Can	Students Use
Respond politely to someone's thanks	不谢！ 不用客气！
Ask how to say something in another language	“地图”英文叫什么？ “Map of China” 中文怎么说？
Announce the beginning and end of class	上课了！ 下课！
Ask for something to be repeated	请你再说一遍。
Ask which one	那个球是你的还是他的？ “课本”英文是 “exercise book” 还是 “textbook”？
Ask what the date is	今天是几月几号？
Express dates	二零零八年六月二十三日。
Say goodbye by saying when you will meet again	明天见！ 明年见！ 下星期六见！
Wish somebody “Happy Birthday!”	祝你生日快乐！
Talk about time	请问现在几点了？ 现在是几点几分？

	<p>现在十点。 / 现在是十点钟。</p> <p>八点三十五分。</p>
Expressing am and pm	<p>早上六点</p> <p>下午三点</p>
Describe your daily routine	<p>我早上六点起床。</p> <p>我七点去上学。</p> <p>我三点五十分放学回家。</p>
Describe what you do sometimes	<p>我有时候看书。有时候看电视。</p>
Describe the sequence of your action	<p>我六点吃晚饭，然后做作业。</p>
Talk about someone's leisure life	<p>我喜欢打篮球。</p> <p>我很喜欢看棒球比赛。</p> <p>我最爱逛街。</p> <p>我喜欢在周末看书。</p>
Comment on someone's interest	<p>我也很喜欢打篮球。</p> <p>昨天的棒球比赛很有趣。</p> <p>逛街是我的最爱。</p>
Say what someone is doing	<p>他正在听音乐。</p>

Unit Three: Getting Around the City

Thematic Knowledge and Skills	
Students Can	Students Use
Ask for directions	<p>请问，学校怎么走？</p> <p>请问，学校在哪里？</p> <p>你知道怎么去学校吗？</p>
Give directions	<p>往前走，学校就在左边。</p> <p>向右转，往前走就是了。</p>
Compare and describe locations	<p>学校在电影院的左边。</p>
Invite friends to hang out	<p>你要不要一起去看电影。</p> <p>你星期六有空吗？</p> <p>你想不想看电影？</p>
Ask how someone goes to a place	<p>你怎么去电影院</p>
Describe how to take transportation	<p>你先坐一号公车，坐三站下车，然后换地铁，先坐红线，再换绿线，最后换蓝线。</p>
Ask what transportation someone would like to take to go to a place	<p>你想坐公车或是坐地铁？</p>
Ask for transportation schedule	<p>飞机是几点的？</p> <p>公车几点会到？</p> <p>地铁什么时候会到？</p>

Describe train schedule	<p>公车两点会到。</p> <p>公车九点十分会到。</p>
Describe time spent on transportation	<p>坐公车要十五分钟。</p> <p>你家离这儿远吗？</p>
Describe distances between places	<p>我家离这儿很近。</p>
Express appreciation	<p>谢谢您。</p> <p>感谢。</p>
Response to appreciation	<p>不客气。</p> <p>没问题。</p>

Unit Four: Technology: Young Generation's Virtual World

Thematic Knowledge and Skills	
Students Can	Students Use
Enquire if there is anything good on television	<p>今天晚上有好节目嗎？</p>
Say what programs are on television	<p>四点半有篮球比赛。</p>
Decide what to watch	<p>看篮球比赛吧。</p>
Enquire which television channel someone likes to watch	<p>你喜欢看哪一台？</p>
Tell people what TV channels you like	<p>我喜欢看音乐台。</p>

Ask someone to look in the paper to see if there are any good films playing	你看看今天有什么好电影。
Ask someone if they have watched a movie	你看过这部 (电影) 吗?
Say you have seen something before (several times)	我看过。 我看过两次了。
Ask what a program is about	是什么片? 是恐怖片吗? 是喜剧片吗?
Possible ways to tell someone what a film or story is about	是恐怖片。
Ask for suggestion on clothes	这件裙子怎么样? 你喜欢这件裙子吗? 你喜欢这件裙子还是那件裙子?
Comment on clothing seen online	这件衣服太大了。 这件衣服太红了。 这条裤子很便宜。 我不喜欢这件衣服。
Compare two outfits	这件衣服比那件衣服漂亮。
Ask for the price	一共是多少钱?

	几元?
Tell someone the price	一共是三十三块九毛八。
Ask someone for a credit card number	你的卡号是几号?
Tell someone a credit card number	我的卡号是 9888-2983-2537-111

F. End of Program Performance Tasks

Interpretive tasks:

- Read assigned articles (newspaper, magazine, ads, comics, short stories, pictures, schedules, menu, calendars)
- Listen to a Chinese podcast on a related theme, mark the pictures that are mentioned in the podcast
- Calendar mapping between students
 - Students mark each others' birthdays on calendars
- Class nationality checklist- listen to a dialogue about where students are from and check the appropriate boxes
- Circle the correct items/ locations on a map according to instruction
- Circle the TV program that is mentioned
- Identify the person by listening to the description of their dress
- Watch and comprehend a Chinese TV program/movie
 - Worksheet- circle multiple choice answers based on show/movie plot

Interpersonal tasks:

- Write an email response
- Self introduction between students
- Describe and learn about each other's families
- Find a classmate on instant messenger and exchange information about:
 - personal life
 - family
 - interests
 - daily routine
- Role play
 - ask friends to go hang out during weekend
 - shop online
- Interview classmates and find out their favorite shows and show times
- Pair dialogue on TV show/movie
 - Which character did you like best? Why?

- Write a short diary entry
 - If you were a student in China, how would your life be different?

Presentational tasks:

- Simple class presentations on:
 - Family tree diagrams
 - Weekend plans of a student in China
- Create an account on Twitter and write short responses to the class
- Select courses and fill out a class schedule for next semester
- Plan and present a one-day trip in the city on the basis of the train schedule
- Write a diary to describe a day hanging out with friends
- Create an invitation card
- Present a script about shopping for clothes online
- Class discussion on what Chinese TV/movies show about life in China
 - What are the similarities and differences between life in China and life in the United States?

G. Other Types of Assessment and Evidence of Learning

Other types of assessment and evidence of learning may include a wide range of activities and products that provide meaningful evidence of learning, such as dialogue journals, reflective journals, posters, LinguaFolio self-assessment, role plays, presentations of visual or performance arts, portfolios, audio portfolios, e-portfolios, research projects, or videos. Include some assessment or reflection about students’ attitudes and perspectives toward the target language and culture.

Examples	Brief description
<ul style="list-style-type: none"> • Computer activities 	Students will create/ write <ul style="list-style-type: none"> • PowerPoint presentations • Journal entry responses on Twitter
<ul style="list-style-type: none"> • Audio recordings 	Students will create audio recordings/podcasts based on unit themes <ul style="list-style-type: none"> • Meeting and greeting friends • Explaining their daily routine • Give directions to get around the city
<ul style="list-style-type: none"> • Posters and presentations 	Students will make posters and present them to the class <ul style="list-style-type: none"> • Family tree • Transportation systems
<ul style="list-style-type: none"> • Video clips made by students 	<ul style="list-style-type: none"> • Students will create and act out a their own “TV drama” • Students will host a “fashion show”

	highlighting similarities between Chinese and American fashion
<ul style="list-style-type: none"> • Classroom participation 	Students will constantly be engaged in classroom activities, with the instructor as well as their peers. Students will be evaluated by their classroom participation. Instructors will constantly be checking for understanding
<ul style="list-style-type: none"> • Observation of student dialogue/ interaction in target language 	Students will be assessed during group discussions or while working on group projects
<ul style="list-style-type: none"> • Evaluation of classroom performance tasks 	Students will be assessed for their presentations, short skits, and role playing in class
<ul style="list-style-type: none"> • Student’s blog on Twitter 	Students are required to write short responses to questions or other people’s messages on Twitter
<ul style="list-style-type: none"> • Students’ chatting history on the instant messenger 	Students will be chatting on instant messenger in Chinese based on the task asked
<ul style="list-style-type: none"> • Written work 	Students will be assessed on several written projects such as: <ul style="list-style-type: none"> • Invitation cards (to the block party) • Email responses • Diary and short script entries • Workbook activities

H. Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Use target language for instruction	The class will immerse students in Chinese as much as possible. The instructor will use props, hand and body gestures, and other visual stimulation to communicate meaning in the target language.
Facilitate student-centered learning	The class will use student-centered teaching and reinforce student-student conversation in group discussions (e.g interviewing classmates). Classroom seating will be set up in “clusters” to encourage peer to peer interaction and group work.

Ensure meaningful interaction in the target language	The teacher will design tasks related to students' lives to ensure meaningful interaction among students (e.g. inviting friends to hang out)
Integrate language, culture and content	The class will include cultural aspects while introducing the language (e.g. greeting appropriately in Chinese)
Differentiate instruction based on student need	The tasks and content will be adjusted according to students interest, ability, and learning style (e.g. Students collaboratively create a play)

I. Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Resources	Description
Title of textbook, if applicable	<ul style="list-style-type: none"> • Hanyu For Beginning Students (practice book) • Computers with internet connection and headsets with microphones • LCD projector • Markers and poster paper • White board • Pictures and posters for classroom decoration that are used to set the stage relative the content area of study •
Reliable / Authentic materials	<ul style="list-style-type: none"> • TV schedule from newspapers • Chinese train schedules on the internet • Chinese fashion magazines • Commercial/ advertisement/ magazine on sales • Restaurant menus • Lunar calendar • World map and a map of China
Multimedia	<ul style="list-style-type: none"> • Smart Board • Internet • Twitter blogs • Instant messenger • Tape recorder/ Audacity to record conversations • Overhead projector • CD player

J. Technology

If technology is part of your budget, how will that technology support instruction and enhance learning?

Technological tools	Explanation
<ul style="list-style-type: none"> Smart board 	Smart Board technology will be a key tool for interactive language learning in the classroom.
<ul style="list-style-type: none"> Typing software- MS Word or NJ Star 	Students will learn how to use Hanyu Pinyin to type Chinese in the beginning of the class
<ul style="list-style-type: none"> Headsets with microphones, voice recording 	Student will use the software Audacity to record their conversations
<ul style="list-style-type: none"> PowerPoint presentations, videos, and audio recordings related to unit themes 	Students will create PowerPoint slides to present their plan for a one-day trip
<ul style="list-style-type: none"> Integration of LinguaFolio for students' personal audio records 	Students will keep audio records, work samples, and "I can" statements using LinguaFolio

For Your Reference

Standards for Foreign Language Learning in the 21st Century

Goal 1: Communication

Standard 1.1- Interpersonal Communication: Students engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions.

Standard 1.2 – Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3 – Presentational Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety or topics.

Goal 2: Cultures

Standard 2.1 – Practices and Perspective: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2 – Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Goal 3: Connections

Standard 3.1 – Knowledge of Other Disciplines: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2 – Distinctive Viewpoints: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Goal 4: Comparisons

Standard 4.1 – Nature of Language: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2 – Culture: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Goal 5: Community

Standard 5.1 – Beyond the School Setting: Students use the language both within and beyond the school setting.

Standard 5.2 – Life-long Learners: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Communicative Modes

Interpersonal Mode

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meaning and intentions are being communicated. Adjustments and clarifications can be made accordingly. As a result, there is a higher probability of ultimately achieving the goal of successful communication in this mode than in the other two modes. The Interpersonal Mode is most obvious in conversation, but both the interpersonal and negotiated dimensions can be realized through reading and writing, such as the exchange of personal letters or electronic mail messages.

Interpretive Mode

The Interpretive Mode is focused on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or the speaker. Such instances of “one-way” reading or listening include the cultural interpretation of texts, oral or written, must be distinguished from the notion of reading and listening “comprehension,” where the term could refer to understanding a text with an American mindset. Put another way, interpretation differs from comprehension in that the former implies the ability to “read (or listen) between the lines.”

Since the Interpretive Mode does not allow for active negotiation between the reader and the writer or the listener and the speaker, it requires a much more profound knowledge of culture from the outset. The more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretations of a written or spoken text. It must be noted, however, that cultural literacy and the ability to read or listen between the lines are developed over time and through exposure to the language and culture.

Presentational Mode

The Presentational Mode refers to the creation of messages in a manner that facilitates interpretation by members of the other culture where no direct opportunity for active negotiation of meaning between members of the two cultures exists. Examples of the “one-way” writing and speaking require a substantial knowledge of language and culture from the outset, since the goal is to make sure that members of the other culture, the audience, will be successful in reading and listening between the lines.

National Standards in Foreign Language Education Project (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc. pp. 36-38.